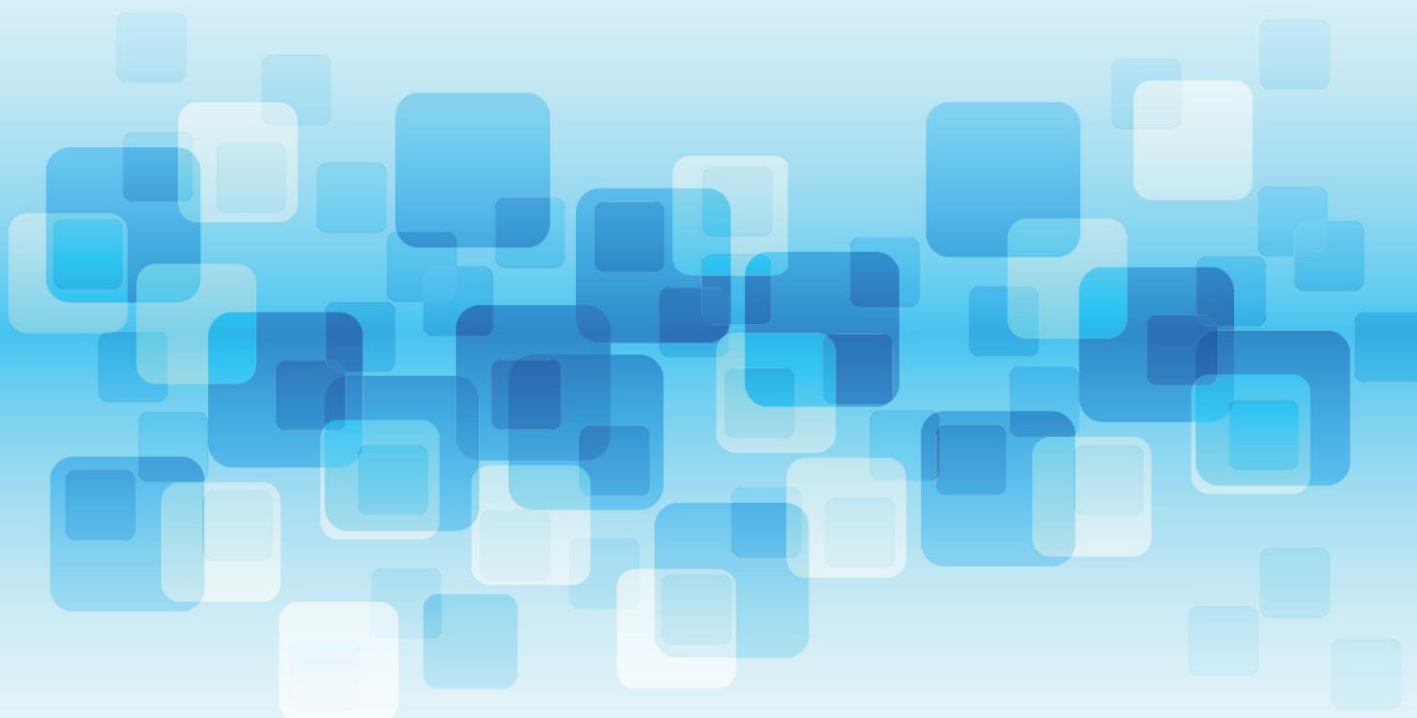




School Improvement Unit Report

Hervey Bay Special School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Hervey Bay Special School from 2 November to 4 November 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

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|--|---|
| Location: | 23 Frangipanni Ave, Scarness Hervey Bay |
| Education region: | North Coast |
| The school opened in: | 1986 |
| Year levels: | Prep to Year 12 |
| Current school enrolment: | 93 |
| Indigenous enrolments: | 18 per cent |
| Students with disability enrolments: | n/a |
| Index of Community Socio-Educational Advantage (ICSEA) value: | n/a |
| Year principal appointed: | 2014 |
| Number of teachers: | 23.6 (full-time equivalent) |
| Nearby schools: | Kawangun State School, Maryborough Special School |
| Significant community partnerships: | Cerebral Palsy League, Endeavour Industries, |
| Unique school programs: | nil |



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and Deputy Principal
 - Head of Curriculum (HOC) and Master Teacher
 - 19 teachers
 - 18 teacher aides
 - Business Services Manager (BSM) and administration officer
 - Physiotherapist, nurse, speech language pathologist
 - 10 students
 - School Wide Positive Behaviour coach
 - Parents and Citizens' Association (P&C) president and four other parents
 - Ted Sorensen, Member of the Legislative Assembly for Hervey Bay
 - 4 local community members

1.4 Review team

| | |
|--------------------|---------------------------------------|
| Ray Hack | Internal reviewer, SIU (review chair) |
| Patricia Thiedeman | Internal reviewer, SIU |
| David Manttan | External reviewer |



2. Executive summary

2.1 Key findings

- A large number of school priorities are identified in the Annual Improvement Plan (AIP).

The three main priorities are identified as - unrelenting continuous improvement, critical reflection of practice and high expectations of everyone. Most staff identified the key school improvement strategies as behaviour and adopting the Australian Curriculum.

- The school is proposing to develop a whole-school data collection schedule.

Student behaviour data is collected and analysed by the behaviour team using the Effective Behaviour Support (EBS) self-assessment survey and the School-wide Evaluation Tool (SET). There is limited evidence of the systematic analysis of student achievement data.

- School leaders are attempting to drive a school culture of high expectations and a focus on learning for all students.

Teachers and teacher aides are supportive of the School Wide Positive Behaviour (SWPBS) approach. The school has a clear set of whole-school student expectations and protocols known as the Hervey Bay Rules - be safe, be respectful and be a learner.

- Teachers are implementing the Curriculum into the Classroom (C2C) units of work for students with disabilities in English, Mathematics, Science and History.

The school provides teachers with units of work through OneNote. Teachers complete one unit of work per learning area across a semester. The school has developed a draft whole-school curriculum overview for implementation in 2016 in the areas of English, Mathematics, Science, History and Health and Physical Education (HPE). The document outlines the assessments students will engage in to determine curriculum access points.

- The school has a draft pedagogical framework based on the Art and Science of Teaching.

The current draft document has not yet identified a research base which can be consistently applied across the school. A documented whole-school, evidence-based approach to developing staff capability in special education pedagogies is yet to be developed and implemented.



- The school is yet to develop a whole-school, evidenced-based framework to inform instruction in a balanced literacy approach.

Teachers report an agreed and consistent approach to literacy instruction which meets the needs of the full range of learners is yet to be developed. The engagement of staff in ongoing and consistent professional learning is not yet evident.

- The school leadership team is yet to utilise partnerships with leaders in other schools to build support networks and their own professional learning.

The HOC and Master Teacher are members of the regional special education HOC network. However, the school leadership team are yet to capitalise on the knowledge and experience of other schools with similar school improvement priorities to assist them with their improvement agenda.



2.2 Key improvement strategies

- Widely communicate a narrow and sharpened improvement agenda to staff, parents and the wider school community.
- Develop and implement a school data plan to guide the systematic collection and analysis of school wide student achievement, behaviour and attendance data.
- Review and communicate a consistent and agreed school-wide approach to managing students with challenging behaviour.
- Develop teacher knowledge and understanding of the Australian Curriculum and how it applies to ensuring a relevant and meaningful curriculum for every student. Include the use of appropriate teaching and learning opportunities.
- Review, implement and embed a relevant and authentic evidenced-based pedagogical framework.
- Build teacher knowledge and capacity in delivering balanced, evidence-based literacy instruction across school.
- Develop a strategy for utilising partnerships with other schools and school leaders.